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ABSTRACT

The summary of a statewide conference on future directions for Iowa education in congruence with national education goals and the results of a follow-up survey are the topics of this report. Roundtable discussion participants assessed 10 educational goals and their associated indicators in relation to validity of the indicators, barriers to achieving the goals, steps to achieve the goal, and target date. Discussion groups also ranked five goals they considered to be most significant for Iowa and for the nation. A follow-up survey of all participants (297) yielded a 57 percent response rate, or 169 completed surveys. Participants generally agreed that indicators proposed for consideration in each goal area were valid indices of the goals but were limited to quantitative assessments. Two barriers to achieving educational goals were consistently cited: the structure of the current education system, and insufficient community and parent support. Findings of the conference proceedings and the survey indicate that participants viewed state and national education goals to be equally important. However, a discrepancy existed between educational priorities identified at the conference and in the follow-up survey. Only literacy and school readiness were identified each time as significant goals. Appendices include a list of participants; national education goals and their indicators; literature reviews of each goal; discussion summary forms; survey results; and copies of the goal identification form and follow-up survey. (LMI)

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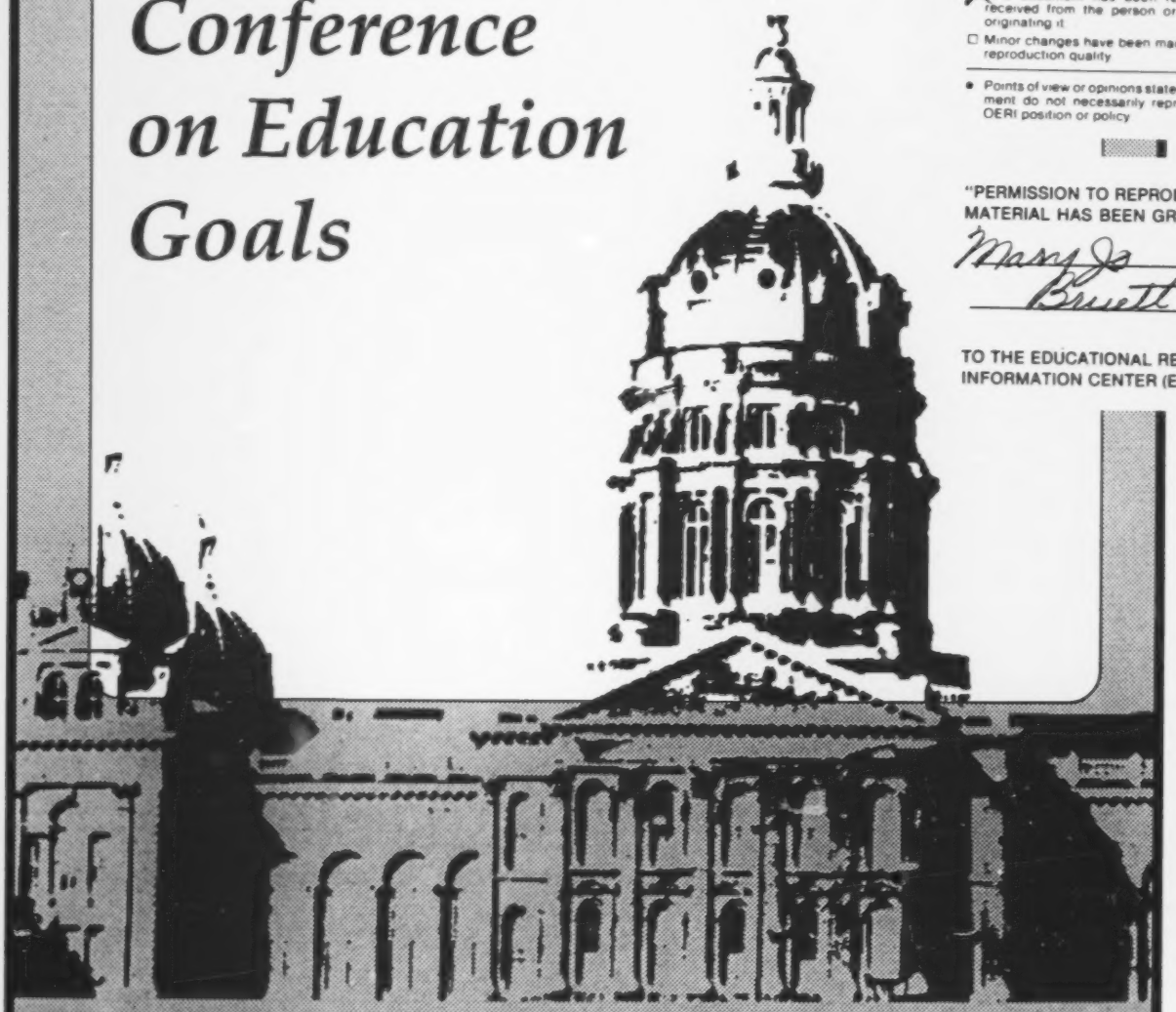
Report of the Iowa Governor's Conference on Education Goals



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Report of the

Iowa Governor's Conference on Education Goals

Presented to Governor Terry E. Branstad

by

The Iowa Department of Education
William L. Lepley, Director

College of Education, Iowa State University
Virgil S. Lagomarcino, Dean

Iowa Governor's Conference on Education Goals
Executive Summary

On September 27 and 28, 1989, President Bush invited state governors to Charlottesville, Virginia to explore options to improve the nation's education system. In a joint statement issued at the conclusion of the summit conference, President Bush and the governors agreed to establish a process for setting national education goals; seek greater flexibility and enhanced accountability in the use of federal resources to meet the goals; undertake a state-by-state effort to restructure the education system; and prepare an annual report of progress toward achieving the goals.

To initiate reform efforts, the National Governor's Association Task Force on Education agreed to work with presidential designees to develop recommendations for national performance goals. In addition to hearing testimony from national education associations and other stakeholder groups, members of the task force conducted activities to collect feedback within their respective states. Governor Terry E. Branstad, chair of the association, asked the Department of Education and Iowa State University to sponsor a statewide conference to ascertain the Iowa perspective regarding future directions for education in the United States and in Iowa.

The conference was convened on December 13, 1989. Results of the day's activities and a follow-up survey provide insight into indicators and barriers associated with goals being considered at the national level, as well as recommended priorities for national and state education agendas.

Participants

Participants included 264 guests and 33 discussion facilitators. Approximately one-half of the guest participants were invited as representatives of organizations and associations that have historically been actively involved in shaping education in Iowa. These groups included business associations, parent groups, and legislative leadership as well as education associations. Individuals and representatives of additional stakeholder groups who had participated in presummit meetings with the governor were also invited. Remaining participants responded to public notices of the conference.

Conference Activities

The format for the conference consisted of roundtable discussions. To facilitate discussion, participants were provided with the following list of ten educational goals and associated indicators that was generated from

a synthesis of recent literature and information from the National Governors Association:

1. School Readiness: All children will be ready to succeed when they begin school as measured by the percentage of students who satisfy predetermined competencies in math and language arts by grade three; retention or repetition rates for students kindergarten through third grade including participation in transition programs; readiness test results; child health and nutrition indices such as the percentage of children considered at or below the poverty level and the percentage of children considered malnourished; and the age and expected skill levels of children when they begin formal education in the United States and in other countries.

2. Graduation: All students will successfully complete a high school education as evidenced by the percentage of students who earn a high school diploma; the percentage of students who earn a general education development certificate (i.e., GED); the percentage of students who drop out of school; and the percentage of students who enter the work force or pursue additional education or training.

3. Academic Rigor: All students will be academically prepared to participate in society as measured by the percentage of students who attend postsecondary education; the percentage of students who complete associate, baccalaureate, and graduate level degrees, standardized norm referenced achievement test results, high school graduation course requirements, technological literacy levels, and the percentage of college and university budgets spent on remediation of basic skills or the number of students enrolled in remedial courses.

4. Values and Attitudes: All students will manifest the values and attitudes expressed in the United States Constitution as evidenced by voter participation and participation in extracurricular activities and community service.

5. Literacy: All Americans will be functionally literate as measured by youth and adult functional literacy rates in the United States and other countries.

6. Productivity: American youth and adults will acquire the skills and capacities to be productive citizens as measured by the percentage of high school graduates who enter the work force; the amount of money industry spends to provide basic skill programs for their employees; the unemployment rate by age group; employee attendance patterns; alcohol and drug use among employees and the estimated amount of money lost

due to use; the availability and participation in employee assistance programs; the percentage of students pursuing additional education or training by academic subject area; and employment rates by type of industry.

7. Education: Education will be provided by competent, qualified professionals as measured by the number of professional educators; the number of students in professional education preparation programs; average salaries for educators by position, relative to professionals in other areas; and the level of education of professional educators.

8. School Climate: The environment of educational institutions will be conducive to learning as indicated by: attendance rates; graduation rates; participation in extracurricular activities; drug use and abuse among students and educators; instances of school infractions by type, age, and race; and instances of disciplinary actions by type, age, and race.

9. Attitudes Toward Learning: Americans will demonstrate a desire to actively pursue knowledge and personal development throughout their lifetimes as indicated by enrollment in adult and community education programs, participation in education hostels, library lending rates, and enrollments in postsecondary schools by age.

10. Higher Education: Institutions of higher education will provide opportunities for all Americans, particularly women and minorities, to successfully pursue postsecondary education as evidenced by enrollments in institutions of higher education by sex and race within academic and degree programs, financial assistance received by type of program according to race, sex, and age; and the number of attendance centers and programs available through various telecommunication technologies.

The list of goals and indicators was supplemented with a brief review of recent literature in each goal area. Four topics were identified to guide discussion or discussions of each of the goals.

1) Are the indicators valid assessments of the goal?
2) What are barriers to achieving this goal?
3) Identify major steps necessary to complete this goal.
4) What is a reasonable date to target for accomplishing this goal?

For the morning session, participants were invited to join other participants at tables assigned to discuss the education goal in which they were most interested. Participants were randomly assigned to groups for the afternoon session. These groups were free to discuss other goals from

the list of ten identified goals or additional goals identified by the group they believed should be considered nationally and in Iowa.

The last activity of the afternoon session was the identification by each group of the five goals considered most significant for the nation and for Iowa. With one exception, participants identified the same goals as significant for both the nation and the state. These goals included:

1) School readiness: All children will be ready to succeed when they begin school.
2) Education: Education will be provided by competent, qualified professionals.
3) School climate: The environment of educational institutions will be conducive to learning.
4) Attitudes toward learning: Americans will demonstrate a desire to actively pursue knowledge and personal development throughout their lifetimes.

Participants felt that Literacy: All Americans will be functionally literate, was of higher priority for the nation than the state. Values and attitudes: All students will manifest the values and attitudes expressed in the United States Constitution, appeared among the highest priorities for Iowa but not for the nation.

A follow-up survey was administered to all participants (297) at the end of January, 1990. In addition to the original ten goals identified for discussion at the conference, the survey included alternative goals and editorial changes suggested at the conference. From the list of 22 goals, participants were asked to rank the ten goals they believed to be important for the nation and the ten goals important for Iowa. They were also asked to indicate the alternative goal statement that best characterized a given education goal. One hundred sixty-nine participants (57%) responded to the survey.

The goals identified as being the most important for the nation and for Iowa were found to be the same. Those goals were:

- All children should have access to opportunities for quality school readiness experiences.
- All students will be academically prepared to participate in a global society.
- All Americans will be functionally literate.
- American youth and adults will acquire the skills and capacities to be productive citizens.

- All students will have an opportunity to develop their potential: emotionally, socially, artistically, academically, and athletically (mind, body, and soul).

Although the goals identified most often as being the most important were the same for the nation and for the state, participants in the survey identified "All Americans will be functionally literate", as a goal more often at the national level then at the state level. This is probably expected given Iowa's reputation of being a very literate state and one whose students perform very well academically. However, one-third of the respondents indicated functional literacy should be an important goal.

Summary and Conclusions

In general, participants agreed that indicators proposed for consideration in each goal area were valid indices of the goals but were limited to quantitative assessments. Discussants recommended supplementing quantitative information with qualitative feedback to provide a more comprehensive assessment of the nature of, and progress toward completing goals. These concerns were particularly evident in the areas of school readiness, democratic values and attitudes, competency and quality of professional educators, and school climate.

Two factors were consistently cited as barriers to fulfilling proposed education goals: the structure of the current education system and insufficient community/parent support for education. Participants indicated that the current education system was inconsistent with the growth and development patterns of young children, did not provide sufficient flexibility to meet the individual needs of students, was not conducive to participatory decision-making, and could not support continuing education/training needs consistent with the value of lifelong learning. Limited community/parent support was identified as a particular hindrance to addressing the needs of young children and promoting high school completion, the development of values and attitudes consistent with a democracy, efforts to improve literacy levels, and learning in general.

Frequent suggestions for restructuring schools to more adequately meet the education and support needs of all students (preschool through adult) included fostering relationships between social service agencies, business and industry, and education, and developing alternative delivery systems. Alternative systems cited for consideration were increasing flexibility in the daily schedule to allow students greater opportunities to develop at their own rate, providing alternative avenues to completing

high school program requirements, and lengthening the school year to provide increased education opportunities. To enhance parent/community support for education and learning, many of the discussion groups recommended actively involving parents and community members in the decision-making process.

A review of the conference activities and the follow-up survey indicate that Iowans felt the education goals they believed to be important for the nation were also important for the state. However, priorities identified through group discussion on the day of the conference were different than those identified on a survey completed independently. Dynamics of a group process, time to reflect on a survey, as well as the opportunity to examine all goals identified at the conference simultaneously are likely explanations for differences between priorities identified at the conference and in the follow-up survey. The only goals to appear as priorities at the end of the conference and in the follow-up survey were in the areas of school readiness and literacy. While the specific goal statement for literacy was consistently endorsed between prioritizing activities, the focus of the school readiness goal shifted from the student (all children will be ready to succeed when they begin school) to the education delivery system (all children should have access to opportunities for quality school readiness experiences) at the time of the follow-up survey. The remaining priorities identified at the conference were professional preparation of educators, school climate, attitudes toward learning, and values and attitudes consistent with a democratic society. Additional priorities identified in the follow-up survey reflected concern about the quality of academic preparation of students. These goals indicated a desire for students to be academically prepared to participate in a global society, to be productive citizens, and to develop their potential.

The Iowa Governor's Conference on Education Goals provided a forum for representatives of all major groups with a vested interest in education to discuss critical issues facing education for the next century. The results of the discussions and subsequent survey suggest that Iowans have a particular concern for students outside the age range of the "traditional student" and recognize the need for modifying the current delivery system to more adequately meet the needs of all students. Discussion of major barriers associated with education reform and identifying steps necessary to implement reform represent initial key elements to facilitate the change process.

Iowa Governor's Conference on Education Goals

On September 27 and 28, 1989, President Bush invited state governors to Charlottesville, Virginia to explore options to improve the nation's education system. In a joint statement issued at the conclusion of the summit conference, President Bush and the governors agreed to establish a process for setting national education goals; seek greater flexibility and enhanced accountability in the use of federal resources to meet the goals; undertake a state-by-state effort to restructure the education system; and prepare an annual report of progress toward achieving the goals.

To initiate reform efforts, the National Governor's Association Task Force on Education agreed to work with presidential designees to develop recommendations for national performance goals. The process to develop these goals was to involve representatives from all groups "with a stake in the performance of our education system" including: teachers, parents, local school administrators, school board members, elected officials, business and labor communities, and the public at large. In addition to hearing testimony from national education associations and other stakeholder groups, members of the task force conducted activities to collect feedback within their respective states. Governor Terry E. Branstad, chair of the association, asked the Department of Education and Iowa State University to sponsor a statewide conference to ascertain the Iowa perspective regarding future directions for education in the United States and in Iowa.

The conference was convened on December 13, 1989, at the Scheman Continuing Education Building, on the campus of Iowa State University. Results of the day's activities and a follow-up survey provide insight into indicators and barriers associated with goals being considered at the national level, as well as recommended priorities for national and state education agendas.

Participants

Participants included 264 guests and 33 discussion facilitators (Appendix A). Facilitators were staff and faculty volunteers from the Department of Education and the Iowa State University College of Education. Approximately one-half of the guest participants were invited as representatives of organizations and associations that have historically

Iowa.Education Forum). These groups included business associations, parent groups, and legislative leadership as well as education associations. Individuals and representatives of additional stakeholder groups who had participated in presummit meetings with the governor were also invited. Remaining participants responded to public notices of the conference.

Conference Activities

The format for the conference consisted of roundtable discussions. Following introductory remarks by Governor Branstad, participants were charged by Dr. Virgil Lagomarcino, Dean of the College of Education at Iowa State University, with reviewing indicators and barriers associated with goals likely to be considered as national goals.

To facilitate discussion, participants were provided with a list of ten education goals and associated indicators that was generated from a synthesis of recent literature and information from the National Governors Association (Appendix B). The list of goals and indicators was supplemented with a brief review of recent literature in each goal area (Appendix C). Four topics were identified to guide discussion of each of the goals.

1) Are the indicators valid assessments of the goal?
2) What are barriers to achieving this goal?
3) Identify major steps necessary to complete this goal?
4) What is a reasonable date to target for accomplishing this goal?

For the morning session, participants were invited to join other participants at tables assigned to discuss the education goal in which they were most interested. To increase the breadth of discussion, participants were randomly assigned to different discussion groups for the afternoon session. During this session, the groups were free to discuss other goals from the list of ten identified goals or additional goals identified by the group they believed should be considered nationally and in Iowa. Facilitators were instructed to guide group discussions through the four topics for each goal discussed. Each group selected a member to record the group's responses on discussion summary sheets (Appendix D). The discussion summary sheets were collected at the conclusion of the morning and afternoon sessions.

The last activity of the afternoon session was the identification by each group of the five goals considered most significant for the nation and for Iowa. The form used to indicate the group's choices included the ten goals identified for discussion as well as space for additional goals that

were generated through discussion groups during the day (Appendix E). Responses of the groups were tallied and the five goals receiving the greatest number of selections at the national and at the state level were identified. The results of this activity were included in the closing remarks presented by Dr. William Lepley, Director of the Department of Education.

A follow-up survey was administered to all participants (297) at the end of January, 1990, to provide more detailed information about the goals considered most important at the national and state levels. In addition to the original ten goals identified for discussion at the conference, the survey included alternative goals and editorial changes suggested at the conference. The suggestions included in the survey were limited to those that formed complete goal statements to avoid misinterpretation. From the list of 22 goals, participants were asked to rank the ten goals they believed to be important for the nation and the ten goals important for Iowa. They also were asked to indicate the alternative goal statement that best characterized a given education goal (Appendix F). Respondents were asked to return completed survey instruments to the Department of Education, where the responses were tabulated and the results summarized. One hundred sixty-nine participants (57%) responded to the survey.

Group Discussions

Goal 1: School Readiness

Proposed goal and indicators. All children will be ready to succeed when they begin school as measured by the percentage of students who satisfy predetermined competencies in math and language arts by grade three; retention or repetition rates for students kindergarten through third grade including participation in transition programs; readiness test results; child health and nutrition indices such as the percentage of children considered at or below the poverty level and the percentage of children considered malnourished; and the age and expected skill levels of children when they begin formal education in the United States and in other countries.

Validity of the indicators. Participants that discussed this goal expressed concern about the quantitative, academic emphasis of the indicators. In particular the groups felt that readiness tests could not, and should not be used to measure "readiness" for school, overlooked emotional and social development and the development of creativity. Use of readiness tests to determine school entrance was also not recommended given the inability to standardize life experiences of all prekindergarten children.

Instead, discussants felt that all children should have access to opportunities for quality school readiness programs. The focus of these programs should address student needs regardless of their level of development. One recommendation suggested focusing the goal on providing children with experiences to enable them to succeed when they begin high school.

Proposed alternative indicators included maintaining positive attitudes about school, self, and learning through fourth grade (age 10); using criterion referenced rather than norm referenced assessments; and using multiple indicators to assess success in school.

Barriers to accomplishing the goal. Discussions identified three major barriers to achieving the goal: limited interagency cooperation and accessibility to standardized services; a school structure that is not consistent with growth and development of young children; and insufficient legislative, parental, and financial support.

Steps to achieve the goal. Changing values and attitudes by prioritizing early childhood was identified as a key step in accomplishing

this goal. Encouraging all adults to become advocates for children increases the likelihood for positive change to occur. Incorporating courses in family living into high school and adult education curricula and teacher inservice programs, providing additional support for, and standardizing child development services, establishing policies in the business sector that allow parents to be more involved with their children, encouraging interagency cooperation to provide comprehensive services, and restructuring the school systems to reflect a developmental orientation were also cited as objectives to improve schools' readiness to deal with the diversity of young children.

Target date. All groups expressed a desire to begin implementing activities to accomplish the goal immediately and estimated significant progress would require three to five years.

Goal 2: Graduation

Proposed goal and indicators. All students will successfully complete a high school education as evidenced by the percentage of students who earn a high school diploma; the percentage of students who earn a general education development certificate (i.e., GED); the percentage of students who drop out of school; and the percentage of students who enter the work force or pursue additional education or training.

Validity of the indicators. Participants agreed that the indicators were appropriate indices of the goal and recognized a need to standardize the definition of dropout to ensure it is measured reliably. One group also cautioned that "graduation" marked the successful completion of a high school program which is defined by a local school district. Inconsistencies in high school programs challenge the use of "graduation rate" as a reliable and valid index of the quality or competence of high school graduates.

Barriers to accomplishing the goal. Results of discussion indicated that graduation and school dropouts are complex issues that may be affected by a number of social and economic factors. These factors must be identified and addressed when pursuing this goal. One group recommended establishing a database or body of knowledge to identify pre school factors to serve as indicators of the effectiveness of programs in enabling graduates to successfully enter the work force or pursue additional education/training. Other potential barriers to accomplishing this goal include: inaccurate perceptions of the "dropout"; insufficient funds; weak compulsory attendance laws; and limited parent/guardian support.

Steps to achieve the goal. Community involvement and early intervention were also identified as important activities to improving high school completion rates. One group suggested identifying a cadre of individuals willing to take personal interest in preschool children who might otherwise be at risk of dropping out of school and supporting this student throughout their educational experience. Developing alternative routes or programs for completing high school was also recommended. One group suggested providing models to demonstrate how school/business partnerships might be established to increase student success. Other suggestions included pooling resources of social services and education to more adequately meet the needs of at risk students and concentrating on the development of coping as well as cognitive skill development beginning in elementary school.

Target date. One group suggested that many of the processes required to accomplish this goal could be established in three years. Other groups estimated five years as necessary to accomplish the goal.

Goal 3: Academic Rigor

Proposed goal and indicators. All students will be academically prepared to participate in society as measured by the percentage of students who attend postsecondary education; the percentage of students who complete associate, baccalaureate, and graduate level degrees; standardized norm referenced achievement test results; high school graduation course requirements; technological literacy levels; and the percentage of college and university budgets spent on remediation of basic skills or the number of students enrolled in remedial courses.

Validity of the indicators. Participants generally supported the indicators as valid assessments of the goals and offered a number of recommendations to consider in reporting progress toward meeting the goal. For example, data should be described in terms of socioeconomic level of the student, gender, sex, race, ethnicity, and handicapping condition. An examination of course requirements should consider all major curriculum areas, particularly those that emphasize communication and thinking skills. Additional indicators might include the percentage of students who complete a high school education, the relationship between school curriculum and curricula recommended by professional organizations, and using criterion referenced, curriculum based assessments. Some comments expressed concern that the indices focused on the institution rather than the individual and cautioned that they may be confounded by equity issues.

Barriers to accomplishing the goal. Discussion notes indicated that a key barrier to accomplishing this goal is the current structure of the typical school system. Actual student time on task is reduced by a variety of other activities and excessive staff loads do not provide opportunities to develop rigorous curricula, collect and effectively utilize curriculum-based, criterion referenced measures, or to individualize instruction. A lack of clearly defined expectations for elementary and secondary student outcomes was also cited frequently as a barrier to meeting this goal.

Steps to achieve the goal. Many of the steps identified as necessary for completing this goal involved restructuring the traditional education system. Specific recommendations included lengthening the school year to allow faculty time to conduct program audits, develop curriculum, individualize instruction, and participate in cooperative learning activities. It was also suggested that greater flexibility be incorporated into student learning time.

Target date. Most discussants felt that the goal could be reached in three to five years; however, one group felt the nature of the goal was ongoing and represented a dynamic process.

Goal 4: Values and Attitudes

Proposed goal and indicators. All students will manifest the values and attitudes expressed in the United States Constitution as evidenced by voter participation and participation in extracurricular activities and community service.

Validity of the indicators. Participants supported the indicators as valid indices of the goal and offered the following suggestions for additional consideration: rates of volunteerism; the incidence of violence, crime, and drug use; evidence of tolerance for diverse beliefs; school attendance; the implementation of personal growth curriculum; evidence of policies that support employee participation in community service activities; and school dropout rates.

Barriers to accomplishing the goal. One group noted that the nature of this goal did not lend itself to measurable activities and is subject to debates regarding appropriate curriculum, competition for educational time, emphasis on economic outcomes, and allocation of resources. Other groups cited the interpretation of court cases in such a way as to limit discussion of values in teaching, student value for money, family disarray, insufficient curriculum materials, and limited parental and community involvement as potential barriers to accomplishing this goal.

Steps to achieve the goal. The activity necessary to achieve the goal cited most frequently was increasing parent/community involvement. The groups suggested: incorporating community service into the curriculum, conducting local goal-setting meetings involving parents and students, and establishing parent education programs. Another recommendation emphasized providing support to teachers such as preparing curriculum materials that focus on and model value issues, helping teachers create an "ethical atmosphere" in their classroom, and encouraging teachers to study constitutional theory, court cases, and basic moral documents as part of their professional preparation.

Target date. Although the groups wanted to begin work toward accomplishing this goal immediately, they could not specify a timeline for accomplishing the goal.

Goal 5: Literacy

Proposed goal and indicators. All Americans will be functionally literate as measured by youth and adult functional literacy rates in the United States and other countries.

Validity of the indicators. The groups discussing this goal felt that an objective index of functional literacy was not available at this time and suggested exploring less direct alternatives such as: the ability to obtain a drivers license; the ability to read, interpret, and follow simple and complex instructions, charts and data; the ability to fill out and understand job applications, insurance forms, food stamps, and loan applications; the ability to make numerical estimates, choose loans with the lowest interest rates and calculate percentages; the ability to appropriately use a four function calculator; the ability to communicate problems, instructions, needs, and reports; and the ability to process and use information.

Barriers to accomplishing the goal. A major barrier to this goal cited by all groups was the inability to define "functional literacy" and the unavailability of valid data to accurately reflect the severity of the current problem. Other barriers included factors associated with the delivery of educational services such as: insufficient parent and community support for education; limited access and availability to resources; instructional methodologies that do not provide for the needs of an increasingly diverse student population; and class sizes that limit the opportunity for individualized instruction.

Steps to achieve the goal. Discussants believed initial efforts should concentrate on assessing the nature and extent of illiteracy in all states.

Once the definition of literacy has been established and the population needing assistance identified, participants recommended obtaining resources, developing remediation programs, and strengthening existing preventive programs such as Head Start.

Target date. The groups felt that efforts to increase literacy rates should begin immediately and suggested targeting a 50 percent reduction in the number of illiterate adults by the year 2000.

Goal 6: Productivity

Proposed goal and indicators. American youth and adults will acquire the skills and capacities to be productive citizens as measured by the percentage of high school graduates who enter the work force; the amount of money industry spends to provide basic skill programs for their employees; the unemployment rate by age group; employee attendance patterns; alcohol and drug use among employees and the estimated amount of money lost due to use; the availability and participation in employee assistance programs; the percentage of students pursuing additional education/training by academic subject area; and employment rates by type of industry.

Validity of the indicators. Participants supported the indicators listed as valid measures of the goal with two exceptions. One group indicated that the percentage of high school graduates entering the work force provided little information about the quality of the work force. They also expressed concern that the validity of "unemployment rate" would be compromised by economic, political, and population factors. Another group recommended the following additional indicators: attitudes towards work, demonstration of core competencies, and creativity as measured by the number of patents obtained, articles published, or works produced.

Barriers to accomplishing the goal. One group suggested that the curriculum content of high schools was driven by universities and overlooked the needs of the full spectrum of students. It cited this trend as a potential barrier to improving productivity. It also suggested that students from small school districts do not have the same educational opportunities as those from larger school districts which inhibits their ability to prepare for productive employment. Another group listed current funding practices, inflexible scheduling, limited interdisciplinary instruction, and limited support from the community as potential barriers to accomplishing this goal.

Steps to achieve the goal. Strengthening relationships between

business, parents, the community, and education, and increasing financial support to schools were cited by participants as steps necessary to accomplish this goal. One group suggested increasing involvement of the private sector and Job Training Partnership Act sponsors in education decision-making and programming and asking industry to provide feedback to schools about their employees as specific ways to enhance business/education relations. Other specific suggestions included guaranteeing graduates basic life skills, retraining educators to effectively educate students with quality life skills, shifting the tax base to support schools, increasing awareness of parents regarding their responsibility for the education and development of their children, and changing the educational delivery system.

Target date. One group recommended implementing activities to fulfill this goal immediately and reviewing progress every five years. Another group suggested the goal could be accomplished by 1993.

Goal 7: Education

Proposed goal and indicators. Education will be provided by competent, qualified professionals as measured by the number of professional educators; the number of students in professional education preparation programs; average salaries for educators by position, relative to professionals in other areas; and the level of education of professional educators.

Validity of the indicators. Participants indicated that average salaries and education levels of professional educators provided "marginally" valid indices of the goal. Most groups felt that the indicators did not assess the quality/competence of educators. One group suggested examining the number of preservice training hours relative to inservice training hours, licensure standards, attitudes towards the professions presented in the media, and entrance and exit requirements for teacher preparation programs as alternative indicators for consideration.

Barriers to accomplishing the goal. Many of the factors cited as potential barriers to accomplishing the goal reflect an attitude inconsistent with a professional definition of educators, such as the disparity between the average salaries of educators and other professionals, limited participation in decision making, limited support and opportunity for professional growth, and lack of commitment among staff. Other barriers include isolated emphasis on teachers and relatively little attention to other professional educators.

Steps to achieve the goal. To improve the professionalization of all educators, participants suggested improving standards for preparation and licensure, increasing autonomy and involvement in decision making, increasing financial and professional incentives to attract and retain competent and talented individuals to the profession, and increasing communication between all levels of professional educators.

Target date. Most groups felt that significant progress toward accomplishing this goal could be made by 1995.

Goal 8: School Climate

Proposed goal and indicators. The environment of educational institutions will be conducive to learning as indicated by: attendance rates; graduation rates; participation in extracurricular activities; drug use and abuse among students and educators; instances of school infractions by type, age, and race; and instances of disciplinary actions by type, age, and race.

Validity of the indicators. Although participants recommended retaining the indicators on the original list, they cautioned that the indicators may be "shallow and deceptive". They suggested the following alternatives: class size; perceptions regarding the extent to which the school environment is trusted, supportive and student-centered; types of feedback and rewards, student achievement, staff turnover rate, participation of family and community members, participation in decision making, ratings of school climate (affect), and school collaboration with family and youth service agencies.

Barriers to accomplishing the goal. Participants noted that improving the educational environment will require staff development, increased community/parent involvement, curriculum development, and replacing "top down" organizational structures with "bottom up" organizations. One group suggested that fulfilling this goal may be compromised by resistance to change among the education community as well as the public at large.

Steps to achieve the goal. To overcome resistance and increase chances of successfully completing the goal, participants suggest realigning (financial) priorities, improving and encouraging community participation, and increasing the flexibility of schools (i.e., hours and certification requirements).

Target date. Participants felt that progress toward satisfying this goal may be evident in three to five years.

Goal 9: Attitudes Toward Learning

Proposed goals and indicators. Americans will demonstrate a desire to actively pursue knowledge and personal development throughout their lifetimes as indicated by enrollment in adult and community education programs, participation in education hostels, library lending rates, and enrollments in postsecondary schools by age.

Validity of the indicators. Participants recommended supplementing the indicators with the following indices: the number of parent/child education programs; parental activity in school support groups; teacher salaries; dropout rates; participation in school board elections; participation in school referendums, libraries, and bond issues; enrollment in preschool programs; accredited child care facilities; policies of business toward educational support for employees; statistics on media programming; the number of non-business computers in the home; and the number of community organizations promoting educational programs.

Barriers to accomplishing the goal. Accessibility to education and support programs and attitudes that fail to value learning were consistently noted among barriers to accomplishing this goal. Factors associated with availability included outdated school structures that do not accommodate lifelong learning needs, limited child care facilities, insufficient funding for adult programs, and the lack of support from business and employers. "Disabling" attitudes were also noted among teachers and students as well as the community at large.

Steps to achieve the goal. To improve attitudes toward learning, the discussion groups suggested improving the working attitudes of teachers, increasing funding for adult programming, encouraging interagency cooperation, and exploring alternative delivery systems.

Target date. One discussion group suggested establishing an education development council to oversee progress toward achieving this goal in every community within one year. However, other participants suggested that the goal reflects an attitude or philosophy and not a discrete objective to be accomplished over a given period of time.

Goal 10: Higher Education

Proposed goal and indicators. Institutions of higher education will provide opportunities for all Americans, particularly women and minorities, to successfully pursue postsecondary education as evidenced by enrollments in institutions of higher education by sex and race within

academic and degree programs, financial assistance received by type of program according to race, sex, and age, and the number of attendance centers and programs available through various telecommunication technologies.

Validity of the indicators. One group recommended modifying the first indicator to read: enrollments in postsecondary education institutions by type, sex, race, age, socioeconomic status within program levels and areas. The remaining indicators were considered appropriate and were supplemented with the following suggestions: follow-up data on completion of postsecondary programs, indicators to monitor role models, career programs, academic standards, and the time it takes to complete a program.

Barriers to accomplishing the goal. Group discussions identified a number of barriers to accomplishing this goal, such as: tuition rates, insufficient funding support, insufficient support services (i.e., child care facilities, remedial programs, and other services to address the needs of all students, including nontraditional students), entrance requirements, competition for employees, tracking students, limited international/global perspectives, and proximity of the education center.

Steps to achieve the goal. Participants recommended addressing the needs identified above as steps to accomplish this goal. In particular, these steps included providing increased financial assistance and establishing support services to facilitate enrollment and increasing the chances for student success, increasing cultural sensitivity and securing commitment to meeting the needs of the underprepared/culturally different.

Target date. Participants felt strongly about the need to begin working toward this goal immediately. Some participants suggested targeting the development of favorable attitudes toward postsecondary education and lifelong learning beginning with kindergarten students.

Significant Goals for the Nation and State

Prior to assembling for the closing remarks, the afternoon discussion groups were asked to identify the five goals they felt were most significant at the national level and the five goals most significant for Iowa. They could add to the original list additional goals generated during discussion for consideration. The results of each group were tallied and presented by Dr. Lepley in his remarks.

With one exception, participants identified the same goals as

significant for both the nation and the state. These goals included:

1) School readiness: All children will be ready to succeed when they begin school.

2) Education: Education will be provided by competent, qualified professionals.

3) School climate: The environment of educational institutions will be conducive to learning.

4) Attitudes toward learning: Americans will demonstrate a desire to actively pursue knowledge and personal development throughout their lifetimes.

Participants felt that Literacy: "All Americans will be functionally literate", was of higher priority for the nation than for the state. Values and attitudes: "All students will manifest the values and attitudes expressed in the United States Constitution", appeared among the highest priorities for Iowa but not for the nation.

Follow-Up Survey

The participants of the Iowa Governor's Conference on Education Goals were asked through a follow-up survey to rank the ten education goals they believed to be most important for the nation and the ten goals they believed to be most important for Iowa. A list of twenty-two goals was provided to each person surveyed. The list contained the ten goals presented at the start of the conference plus twelve additional goals identified at the conference.

Several different approaches were used to identify and confirm which goals were thought to be most important by those individuals responding to the survey. Included in Appendix G are the tables which support the identification of the most important goals. The goals identified as being the most important for the nation and for Iowa were found to be the same. Those goals were:

- All children should have access to opportunities for quality school readiness experiences.

- All students will be academically prepared to participate in a global society.

•All Americans will be functionally literate.

•American youth and adults will acquire the skills and capacities to be productive citizens.

•All students will have an opportunity to develop their potential: emotionally, socially, artistically, academically, and athletically (mind, body, and soul).

Although the goals identified most often as being the most important were the same for the nation and for the state, participants in the survey identified "All Americans will be functionally literate", as a goal more often at the national level then at the state level. This is probably expected given Iowa's reputation of being a very literate state and one whose students perform very well academically. However, one-third of the respondents indicated functional literacy should be an important goal.

Summary and Conclusions

In general, participants agreed that indicators proposed for consideration in each goal area were valid indices of the goals but were limited to quantitative assessments. Discussants recommended supplementing quantitative information with qualitative feedback to provide a more comprehensive assessment of the nature of, and progress toward completing goals. These concerns were particularly evident in the areas of school readiness, democratic values and attitudes, competency and quality of professional educators, and school climate.

Two factors were consistently cited as barriers to fulfilling proposed education goals: the structure of the current education system and insufficient community/parent support for education. Participants indicated that the current education system was inconsistent with the growth and development patterns of young children, did not provide sufficient flexibility to meet the individual needs of students, was not conducive to participatory decision making, and could not support continuing education/training needs consistent with the value of lifelong learning. Limited community/parent support was identified as a particular hindrance to addressing the needs of young children and promoting high school completion, the development of values and attitudes consistent with a democracy, efforts to improve literacy levels, and learning in general.

Frequent suggestions for restructuring schools to more adequately meet the education and support needs of all students (preschool through

adult) included fostering relationships between social service agencies, business and industry, and education, and developing alternative delivery systems. Alternative systems cited for consideration were increasing flexibility in the daily schedule to allow students greater opportunities to develop at their own rate, providing alternative avenues to completing high school program requirements, and lengthening the school year to provide increased education opportunities. To enhance parent/community support for education and learning many of the discussion groups recommended actively involving parents and community members in the decision-making process.

A review of the conference activities and the follow-up survey indicate that Iowans felt the education goals they believed to be important for the nation were also important for the state. However priorities identified through group discussion on the day of the conference were different than those identified on a survey completed independently. Dynamics of a group process, time to reflect on a survey, as well as the opportunity to examine all goals identified at the conference simultaneously are likely explanations for differences between priorities identified at the conference and in the follow-up survey. The only goals to appear as priorities at the end of the conference and in the follow-up survey were in the areas of school readiness and literacy. While the specific goal statement for literacy was consistently endorsed between prioritizing activities, the focus of the school readiness goal shifted from the student (all children will be ready to succeed when they begin school) to the education delivery system (all children should have access to opportunities for quality school readiness experiences) at the time of the follow-up survey. The remaining priorities identified at the conference were professional preparation of educators, school climate, attitudes toward learning, and values and attitudes consistent with a democratic society. Additional priorities identified in the follow-up survey reflected concern about the quality of academic preparation of students. These goals indicated a desire for students to be academically prepared to participate in a global society, to be productive citizens, and to develop their potential.

The Iowa Governor's Conference on Education Goals provided a forum for representatives of all major groups with a vested interest in education to discuss critical issues facing education for the next century. The results of the discussions and subsequent survey suggest that Iowans have a particular concern for students outside the age range of the "traditional student" and recognize the need for modifying the current delivery system to more adequately meet the needs of all students. Discussion of major barriers associated with education reform and identifying steps necessary to implement reform represent initial key elements to facilitate the change process.

Appendix A: List of Participants

Participants to the
Iowa Governor's Conference on Education Goals
December 13, 1989

Geoffrey Abelson, Iowa State University
Sandra Adkins,
Drew W. Allbritten, Iowa Association of Community College Trustees
Donald D. Ambroson, Arrowhead Area Education Agency 5
Susan Andersen, Department of Education
Tom Andersen, Department of Education
James L. Andersen, Heartland Area Education Agency 11
William A. Anderson
Sue Atkinson
John W. Balk, Iowa School for the Deaf
Ruth Barnhart, Iowa State University
Larry Bartlett, University of Iowa
David Bechtel, Department of Education
Homer Beinfang, North Iowa Area Community College
George Bennett, Hawkeye Institute of Technology
Bernard Bidney
Kathryn S. Blankenburg, I.B.M.
Jim Blietz, Loess Hills Area Education Agency 13
John T. Blong, Eastern Iowa Community College
Stan Bochtler, Buena Vista College
Byron Bockelman, Iowa Association on Nonpublic School Administrators
Boyd Boehlje
Joe A. Borgen, Des Moines Area Community College
Margaret P. Borgen, Fine Foundation
Kathy Borlin, Department of Education
Cathryn Bos, Iowa Women in Educational Leadership
Jack. L. Bottenfield, Iowa Central Area Community College
Norman Boyles, Iowa State University
Terry E. Branstad, Governor, State of Iowa
Paul O. Buchanan, Wiese Corporation
Thomas J. Budnik, Heartland Area Education Agency 11
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Bill Callahan, University of Northern Iowa
Lois Campbell, Iowa Public Television
Janet Carl
Glenda F. Carter, Iowa State Board of Regents
Irene Chalmers-Neubauer, Upper Iowa University
Perry J. Chapin
Bill M. Clark, Heartland Area Education Agency 11

Ginny Clark, Solon Elementary School
B.J. Clark, Representative, State of Iowa
Anne Cleary, University of Iowa
Fred R. Comer, Iowa State Education Association
Carolyn Conkey
Joy C. Corning, Senator, State of Iowa
Paul Crandell, Iowa Association for Counseling and Development
William N. Cropp, Polk County Mental Health Center
David Crosson, State Historical Society of Iowa
Martha Jane Cumpton, Goodrell Middle School
Sally Titus Cunningham, Iowa Department of Human Services
John Dasher, Dasher Management
Noa Zanolli Davenport, Iowa Peace Institute
Al de Buhr
John De Vries, Graphic Corporation
John De Gutis, Loras College
Betty L. Dexter, State Board of Education
Michael, Dillbeck, Maharishi International University
Susan L. Dillbeck, Maharishi International University
Harold, E. Dilts, Iowa State University
Mary Dobson, Department of Education
Susan Donielson, Department of Education
Bill Drey, Iowa Vocational Education
John Dugger, Iowa State University
Robert E. Duncan
Dottie Dunphy, School Administrators of Iowa
Phil Dunshee, Governor's Office
Larry Ebbers, Iowa State University
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Erik Eriksen, Department of Education
George Faber Dordt College
Anne Federlein, University of Northern Iowa
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Jude Fitzpatrick, Nonpublic School Advisory Committee
Stephanie Frantz, Iowa Association for the Education of Young Children
Carolyn Freeland, Iowa Future Project
Pat Geadelmann, University of Northern Iowa
Lynne Gentry
Harlan Giese, Vocational Education Council
Fred Gilbert Jr., Des Moines Area Community College
Beverly Gillette, Department of Education
Lynn Glass, Iowa State University
Adolph Goedeken, William Penn College
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Liz Goodwin, Community College Task Force
Richard H. Goodwin, Iowa Coordinating Council for the Improvement of Education
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Dale Grabinski, West Des Moines Community School District
Fred Grandy, U.S. House of Representatives
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Ruth Hughes, Partners in Vocational Education
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Les Huth, Wartburg College
Ron Hutkin, Northeast Iowa Area Community College
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Judy Jardine, State Advisory Council for Adult Education
Dale L. Jensen, Northern Trails Area Education Agency 2
Stanley Jensen, Rural Schools of Iowa Inc.
Jim Jess, Superintendent, Alden and Cal Community School Districts
Roger P. Johanson, Coe College

Bob Johnson, Mason City, IA
Robert L. Johnson, Graceland College
Wencl Kadrlik
Ronald E. Keller, Principal Financial Group
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Beth Kemp, Iowa City Child Care Center
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Steve King, Iowa State Education Association
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John Mandernach, LeMars Junior High school
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Roz Ostendorf, Iowa Inter-Church Agency
Gerald Ott, Iowa State Education Association
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Ed Rathmell, University of Northern Iowa
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Jan Reinicke, Iowa State Education Association
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Joe Romano, House Democratic Caucus Staff
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Merilee Rosberg, Mount Mercy College
William Rosberg, Kirkwood Area Community College
Donald Roseberry, Southern Prairie Area Education Agency 15
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Kelly Schlapkohl, School Administrators of Iowa
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Jamie R. Vollmer, The Great Midwestern Ice Cream Co.
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John Wilson, Iowa State University
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William Wolansky, Iowa State University
Leland Wolf, Department of Education
David Wright, Department of Education
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Appendix B: National Education Goals and Accompanying Indicators

National Education Goals and
Accompanying Indicators

1. School Readiness: All children will be ready to succeed when they begin school.

   Indicators: Percentage of students who satisfy predetermined competencies in math and language arts by grade 3 (analyze by age).

   Retention (repetition) rates for students K-3 including participation in transition programs.

   Readiness test results.

   Child health and nutrition indices (e.g., the percentage of children considered at or below the poverty level and the percentage of children considered malnourished).

   Age and expected skill levels of children when they begin formal education in the United States and other countries.

2. Graduation: All students will successfully complete a high school education.

   Indicators: Percentage of students who earn a high school diploma.

   Percentage of students who earn a General Educational Development certificate.

   Percentage of students who drop out of school.

   Percentage of students who enter the workforce or pursue additional education or training.

3. Academic Rigor: All students will be academically prepared to participate in society.

   Indicators: Percentage of students who attend postsecondary education.

Percentage of students who complete associate, baccalaureate and graduate level degrees.

Achievement test results (e.g., ACT, SAT, IMC, GRE, CLEP, Advanced Placement Tests, and the Armed Services Vocational Aptitude Battery).

High school graduation course requirements (including math, science, and U.S. and world history).

Level of technological literacy (to be defined).

Percentage of college and university budgets spent on remediation of basic skills, or the number of students enrolled in remedial courses.

4. Values and Attitudes: All students will manifest the values and attitudes expressed in the United States Constitution.

   Indicators: Voter participation (analyzed by age group).

   Participation in extracurricular activities and community service.

5. Literacy: All Americans will be functionally literate.

   Indicators: Youth and adult functional literacy rates in the U.S. and other countries ("functional literacy" to be defined by the NEAP study and includes consideration for reading, writing, mathematics, using technology, and English proficiency).

6. Productivity: American youth ad adults will acquire the skills and capacities to be productive citizens.

   Indicators: Percentage of high school graduates who enter the workforce (analyzed according to the size and type of industry for students completing primarily vocational and academic programs).

   The amount of money industry spends to provide basic skills programs for their employees.

Unemployment rate by age group.

Employee attendance patterns.

Alcohol and drug use among employees and the estimated amount of money lost due to use.

The availability and participation in employee assistance programs.

Percentage of students pursuing additional education/training by academic subject area.

Employment rates by type of industry.

7. Education: Education will be provided by competent, qualified professionals.

Indicators: The number of professional educators.

The number of students in professional education preparation programs.

Average salaries for educators by position, relative to professionals in other areas.

Level of education of professional educators.

8. School Climate: The environment of educational institutions will be conducive to learning.

Indicators: Attendance rates.

Graduation rates.

Participation in extracurricular activities.

Drug use and abuse among students and educators.

Instances of school infractions by type, age, and race.

Instances of disciplinary actions by type, age, and race.

9. Attitudes Toward Learning: Americans will demonstrate a desire to actively pursue knowledge and personal development throughout their lifetimes.

Indicators: Enrollment in adult and community education programs.

Participation in education hostels.

Library lending rates.

Enrollments in postsecondary schools by age.

10. Higher Education: Institutions of higher education will provide opportunities for all Americans, particularly women and minorities, to successfully pursue postsecondary education.

Indicators: Enrollments in institutions of higher education by sex and race within academic and degree programs.

Financial assistance (federal, state, and institutional) available by type of program (grants and loan programs).

Number of attendance centers and programs available through various telecommunication technologies.

Appendix C: Literature Reviews

School Readiness

Background

School readiness refers to the ability of young children to cope with the formal school environment, physically, emotionally, and intellectually (Ames, Gillespie & Streff, 1985; Bjorklund & Bjorklund, 1988; Carll & Richard, 1977; Seldon, 1987). Pelton (1978) noted that children growing up in poverty are less likely than children from wealthier families to receive sufficient cognitive, social, and physical attention to adequately prepare them for formal education. Recent statistics from the Children's Defense Fund (1987) estimate that more than 20 percent of American children live in poverty.

Programs that focus on physical, emotional, and intellectual development have a positive impact on general student development, as well as student achievement. Students who participated in preschool programs for at least one year scored significantly higher on achievement and general intelligence measures than students who did not participate; were more likely to earn a high school diploma or equivalent certification, pursue postsecondary education, and be employed by age 19. They were less likely to be identified for special education services, arrested, or receive welfare by age 19 (Berrueta-Clements, Schweinhart, Barnett, Epstein, & Weikart, 1984).

Participation in preprimary programs (i.e., programs serving students ages 3-5) has increased in the United States from 27.1 percent in 1965 to 54.6 percent in 1985 (U.S. Department of Education, 1988). However, it is estimated that only 18 percent of the children eligible for child development programs specifically targeted toward academically disadvantaged students are actually served (Ehrlich & Garland, 1988).

The value of providing early childhood educational experiences has been increasingly recognized in recent years. The State Board of Education and the Iowa Department of Education have taken a position supporting developmentally appropriate early childhood programs and an increase in comprehensive, school-based programs for families which involve collaborative community efforts. The goal of the general assembly is "to ensure that early childhood educational opportunities are available to meet the needs of all children in this state through a coordinated early childhood education delivery system." They directed the Department to develop

standards and guidelines to ensure quality programming and mandated local early childhood education committees to study and provide recommendations to the local school board and the Department relating to existing early childhood programs and the possible need for additional programs within the local community (Iowa Acts 1989, Chapter 206).

The legislature also established the Child Development Coordinating Council (Iowa Code Chapter 256A. 1989) to promote the provision of child development services for at-risk three and four year old children. Approximately $1.2 million was appropriated for both FY 1989 and FY 1990 to fund grants for programs that provide new or additional child development services to at-risk children. The last general assembly expanded the scope of that program and increased funding to $4,625,000 for FY 1991 and $6,125,000 for FY 1992.

Rationale

To improve chances for student success, all children, particularly those considered academically disadvantaged, should be provided the opportunity to enter school developmentally prepared to meet the challenges of formal instruction.

Goal

All children will be ready to succeed when they begin school.

Indicators

Percentage of students who satisfy predetermined competencies in math and language arts by grade 3 (analyze by age)

Retention (repetition) rates for students K-3 including participation in transition programs

Readiness test results

Child health and nutrition indices (e.g. the percentage of children considered at or below the poverty level and percentage of children considered malnourished)

Age and expected skill or development levels of children when they begin formal education in the United States and other countries

Graduation

Background

High school graduation is the successful completion of a course of study considered by the state and/or local community to be essential for productive citizenship. As such, graduation and dropout rates are important indices of successful schools. A review of literature in the area suggests that students who drop out have poor academic records, come from families with parents who have limited education backgrounds, dislike school, do not participate in extracurricular activities, experience disciplinary problems, have disrupted home lives, come from low socioeconomic families, are between the ages of 16 and 17, are in grades 9 through 11, have poor self concepts and limited aspirations, lack personal goals, and have poor reading abilities (Wittenberg, 1988).

Dropping out of high school has negative individual and social consequences. A review of research in the area documents that dropouts have lower academic skills (Rumberger, 1987) and have difficulty securing steady jobs with adequate income. Those who do find full-time employment earn 12-18 percent less than workers who graduate from high school. Dropouts have fewer opportunities to obtain additional education and training required to stay competitive in the workforce.

Levin (in Rumberger, 1987) conducted a comprehensive study to examine the social consequences of dropping out. In addition to the loss of income and tax revenue, dropouts are more likely to require a variety of social services, engage in criminal activity, have poorer health, and to be less politically involved.

The disadvantages of dropping out become more severe as the skill level demanded in the job market increases. Without basic education, dropouts will be less able to learn new skills and adapt to a dynamic work environment (National Academy of Sciences, 1984). Consequently, they will be even less employable. Increased demands for skilled labor may also increase the gap between the earning power of dropouts and high school graduates. From 1959 to 1986 earnings for dropouts, adjusted for inflation, fell 26 percent, while earnings for high school graduates dropped 9 percent. Earnings for college graduates increased 6 percent during this period (Nussbaum, 1988).

Reported dropout rates for major metropolitan areas in the United States range from 40 to 60 percent (in Rumburger, 1987). Recent statistics from the U.S. Department of Education suggest that dropout rates declined slightly in 1988. According to these figures, an average 4.4 percent of 10th through 12th grade students dropped out of school annually between 1985 and 1988. This figure is 2 percent less than that for 1978. Although the percent of dropouts in Iowa decreased from 3.21 in 1978 to 2.48 in 1988, Iowa's dropout rate experienced steady, although slight increases between 1983 and 1988 (Iowa Department of Education, 1988).

Rationale

Although trends in dropouts rates provide encouraging evidence of the general success of schools, increased demands for a skilled labor force and the individual and social consequences associated with dropping out require exploration of ways to reduce the risk of school failure.

Goal

All students will successfully complete a high school education.

Indicators

Percentage of students who earn a high school diploma

Percentage of students who earn a General Educational Development certificate

Percentage of students who drop out of school

Percentage of students who enter the workforce or pursue additional education or training

Academic Rigor

Background

Academic rigor concerns the extent to which goals and objectives of an academic program provide for the needs of the community it is intended to serve. Rigor implies adherence to high standards and ideals. Major changes in the workplace and society call for a reassessment of the relationship between educational expectations and the needs of the community.

According to Bernstein (1988), three factors are increasing demands for workers with higher levels of skills. First, technology has upgraded the work required in most jobs. Increased access to information is increasing the demand for workers who can process information. Cetron, et al., (1988) predict that about one-half of the six million new jobs created in the service sector will involve higher order thinking skills such as collecting, analyzing, synthesizing, structuring, and retrieving information. Second, the greatest job growth is expected in highly skilled areas, particularly in the service sector. Increased access to information broadens the body of knowledge that must be mastered in a particular area. As a result, individuals will specialize in specific areas (Cetron, et al., 1988). Finally, more companies will be organized around work teams rather than hierarchical structures. Workers will be required to participate more directly in the decision-making process (National Academy of Sciences, 1984).

There is question whether current academic standards adequately prepare students to meet these new demands (e.g., Bernstein, 1988; Ehrlich, 1988; National Academy of Sciences, 1984). Results of standardized achievement measures, particularly within the state of Iowa, fail to substantiate this concern. Average ACT scores for Iowa seniors have been relatively stable since 1978 and consistently higher than national averages (ACT, 1989). Iowa results of the Iowa Test of Basic Skills (ITBS) have increased steadily since 1980. In 1988-89 achievement scores peaked in grades 3 through 6.

Efforts have been made to increase standards. There is a trend toward raising the number of academic units in core curricular areas required for graduation (National School Boards Association, 1988). According to the results of an American College Testing survey (1989) over

one-half of the 1989 graduates completed a core curriculum of four years of English, and three years of mathematics, social studies, and natural sciences. Since 1985 the proportion of seniors who completed the ACT test, and who reported taking a core program of studies, increased 20 percentage points. Average ACT scores for students who completed a core program ranged from 3.1 to 5.6 points above the average score of students who did not satisfy core requirements.

Rationale

Education must be responsive to the changing needs of the community it serves. To ensure students are prepared to successfully function in the work force, educators must revise performance expectations to be more consistent with the new demands.

Goal

All students will be academically prepared to participate in society.

Indicators

Percentage of students who attend postsecondary education

Percentage of students who complete associate, baccalaureate and graduate level degrees

Achievement test results (e.g. American College Test, Scholastic Aptitude Test, International Mathematics Competency Test, Graduate Record Examination, College-Level Examination Program, Advanced Placement Tests, and the Armed Services Vocational Aptitude Battery)

High school graduation course requirements (including math, science, and U.S. and world history)

Level of technological literacy (to be defined)

Percentage of college and university budgets spent on remediation of basic skills or the number of students enrolled in remedial courses

Values and Attitudes

Background

Values are fundamental beliefs that provide standards to govern behavior. While much attention has been given to assessing the extent to which students are developing skills to adequately prepare them to meet the demands of the 21st century, less attention has focused on the development of appropriate values and attitudes. The 21st century is expected to be fast paced and dynamic. Periods of rapid change are often accompanied by stress. A strong belief system provides the stability necessary to minimize stress and meet the challenges of an ever changing society.

One of the primary responsibilities of education in the United States is to instill students with the values and attitudes critical to safeguarding and nurturing a democratic society. These values and attitudes are embodied in the United States Constitution. To the extent that students understand and appreciate these values, they are more likely to use them to evaluate complex issues and behave in ways that preserve the spirit of the nation.

Social and political participation are two activities that characterize the values expressed in the constitution. A 1986 survey of young adults who graduated from high school in 1980 indicated that participation in community organizations increased slightly after high school (U.S. Department of Education, 1988). Responses were concentrated in three major areas, sports teams or clubs, church activities, and social or hobby clubs.

Results of a follow-up survey of 1971-72 high school graduates indicated that participation in the political process among young adults declined between 1979 and 1986 (U.S. Department of Education, 1988). While 68.4 percent of the sample reported voting in a local, state or national election in 1978, 60.7 percent participated in 1986. In 1987, 25 percent of the registered voters between 18 and 24 years, and 46 percent of the registered voters between 25 and 34 years participated in the general election. Rates improved for the 1988 general election. In that year 57 percent of the registered voters between 18 and 24 years old and 78 percent of the registered voters between 25 and 34 years old participated.

Rationale

To protect and preserve the fundamental character of this country, in a dynamic society, educators should renew commitment toward fostering the values and attitudes expressed in the Constitution.

Goal

All students will manifest the values and attitudes expressed in the United States Constitution.

Indicators

Voter participation (analyzed by age group)

Participation in extracurricular activities and community service

Literacy

Background

Literacy is the ability to read and write. By its very nature, literacy takes many forms. Functional literacy, for example, generally refers to the basic skill levels necessary to successfully participate in society (in Anderson, 1980). This implies, however, that functional literacy must also be defined within the context of society's demands. The introduction of major changes into society may have an impact on the standards set to define functionally literate and subsequently functionally illiterate.

A recent study of literacy among young adults failed to substantiate concerns about the literacy level of young adults when evaluated against traditional standards (Kirsch & Jungeblut, 1986). The results indicated that over 80 percent of youth and young adults 17 to 25 years old were able to search for specific information, inter-relate ideas, and make generalizations.

However, increased incorporation of technology into the workplace and society in general has increased the basic skill level required to function successfully (Bernstein, 1988; Cetron, et al., 1988; Corbin, 1986). More employees are being required to collect, analyze, synthesize, structure, store, retrieve and utilize information (Cetron, et al., 1988). Results of the literacy survey suggest that only 21 percent of young adults ages 21 to 25 and 5 percent of youth age 17 are able to synthesize and learn from specialized reading materials. Comparable indices of literacy among Iowa youth and young adults are not available.

Rationale

Increased competencies demanded by society require an examination of the definition of functional literacy in the United States. Once defined, it should become the minimum standard for all citizens.

Goal

All Americans will be functionally literate.

Indicators

Youth and adult functional literacy rates in the U.S. and other countries ("functional literacy" to be defined by the National Assessment of Educational Progress study and include consideration for reading, writing, mathematics, using technology, and English proficiency)

Productivity

Background

Productivity is the efficient production of goods and services. The accessibility of information, facilitated by advances in technology, has resulted in a qualitative change in the nature of "productivity." Primary industrial emphasis is now directed toward the process of getting high quality products and services to the marketplace efficiently and consistently, rather than on the product itself (Corbin, 1986). As this process is driven by information about the product or service, "productivity" will depend on the quality of the work force.

Recent findings of a panel discussion of representatives from a variety of private and public sector employers describe basic characteristics of a productive employee (National Science Foundation, 1984). Recognizing the dynamic atmosphere of the work force, a successful employee must have the ability to learn and adapt to changes. They must also demonstrate "core competencies" to perform entry-level jobs and to continue the learning process. Core competencies include: command of the English language, reasoning and problem solving, reading skills, writing skills, computation skills, technical competencies derived through studies in the sciences and technology, oral communication skills, interpersonal relationship skills, and awareness and appreciation for social and economic structures. In addition, a positive attitude and sound work habits will be required to provide a valuable contribution to decision-making and teamwork opportunities.

These characteristics describe expectations for basic, entry-level positions. However, Cetron, et al., (1988) predict a significant increase in the number of positions requiring higher skill levels. Declines in birthrates after 1960 may result in a shortage of workers available for the positions. Employers are looking increasingly to women and minorities to fill these positions, however these groups, particularly minorities typically receive less educational training than their white male counterparts (Cetron, et al., 1988; Ehrlich & Garland, 1988; Nussbaum, 1988).

Evidence supports the relationship between educational attainment and productivity as measured by unemployment rates. People with lower levels of educational attainment were more likely to be unemployed than those who had higher levels of educational attainment (U.S. Department of

Education, 1988). Only 64 percent of 1985-86 high school dropouts were actually employed or seeking employment. Of the 1986 high school graduates who did not go on to college, 81 percent were in the labor force. Minorities and young people tended to have higher unemployment rates regardless of educational attainment. Unemployment statistics for Iowa indicate that while rates for males and females are similar (i.e. 4.5 for men and 4.0 for women), rates for minorities approximate at least twice the rates for their white counterpart (Department of Employment Services 1989).

Rationale

To better serve the needs of students and the community, educators should ensure curriculum is consistent with the skills and capacities of a new work force.

Goal

American youth and adults will acquire the skills and capacities to be productive citizens.

Indicators

Percentage of high school graduates who enter the work force (analyzed according to the size and type of industry for students completing primarily vocational and academic programs)

The amount of money industry spends to provide basic skills programs for their employees

Unemployment rate by age group

Employee attendance patterns

Alcohol and drug use among employees and the estimated amount of money lost due to use

The availability and participation in employee assistance programs

Percentage of students pursuing additional education/training by academic subject area

Employment rates by type of industry

Background

A "professional" is one who has assured competence in a particular field. In addition to ensuring quality, professionalization of a field recognizes the skills and expertise of those who qualify by allowing them greater autonomy and participation in decision making. Assessments of the professional status of educators suggest that the field lacks a defined body of knowledge, control over licensing standards, decision-making autonomy, high prestige, and economic standing to qualify as a "profession" (e.g., Carnegie Forum, 1986; Darling-Hammond, 1984; Ornstein, 1981).

Many of these factors also hinder attracting qualified candidates to the field and force equally qualified educators out of the field. According to Nussbaum (1988), teacher salaries, adjusted for inflation, increased 2.8 percent annually between 1959 and 1971. From 1972 to 1985, salaries dropped 1.3 percent and fell significantly below salaries from other professions. Exclusion from the decision-making process, overly restrictive bureaucratic control, and inadequate administrative support reduce morale and alienate educators. Ehrlich (1988a) suggests that only 8 percent of college freshmen express an interest in teaching and approximately one-half of those change majors before completing a degree. Those who stay in teacher preparation programs tend to rank in the bottom quartile of their class (Ehrlich, 1988b). Approximately one-half of all new teachers leave teaching within seven years (Ehrlich, 1988a).

The ability to recruit and retain talented educators is further compromised by the competition for skilled workers. Decreases in the birthrates since 1960 has increased competition for highly skilled workers, particularly in math and science fields (Cetron, et al., 1988). The National Center for Education Statistics (in U.S. Department of Education, 1988) predicts that the annual demand for new elementary teachers will jump between 1988 and 1989 and then stabilize through 1997. The demand for secondary school teachers is expected to increase rapidly from 1988 through 1995 before declining slightly.

While national trends in salaries for educational administrators are not available, trends in teacher salaries indicate an increase of approximately 18 percent since 1980-81 (U.S. Department of Education, 1988).

The three-phase Excellence in Education Fund was created in 1987 to improve the condition of teaching in Iowa. The first phase allocated $11.4 million to raise the minimum teaching salary to $18,000. Phase II provided $38.5 million to increase teacher salaries. Phase III set aside approximately $42 million to implement performance or supplemental pay plans. In 1989-90, the average teacher salary for Iowa is $26,787. In 1988-89, Iowa teacher salaries ranked 33rd in the nation.

Rationale

Recognizing that quality education cannot be provided without talented professionals, the professional status of educators must be improved.

Goal

Education will be provided by competent, qualified professionals.

Indicators

The number of professional educators

The number of students in professional education preparation

Average salaries for educators by position, relative to professionals in other areas

Level of education of professional educators

School Climate

Background

School climate refers to the atmosphere of the learning environment. It is characterized by the unique features of a school and the feelings staff and students have toward it (Howard, 1987; in Kasten, 1979). A good school climate fosters enthusiastic, hard-working students, a dedicated cooperative teaching staff, and a pervasive sense of trust, and mutual respect and support between teachers and administrators. A poor school climate is likely to alienate students and create teachers who are hostile or indifferent to students and other staff, and principals who are insensitive to the needs of students and teachers, rigid in decision making, and resistant to change.

Positive school climate was associated with increased student achievement and time spent at school by both students and teachers (Anderson, 1982; in Wilson & McGrail, 1987; Pendleton, 1988). Variables associated with positive school climate and student achievement were those that enhanced rapport between administrators and teachers such as staff participation in decision making, communication characterized by trust, respect and caring, and strong administrative leadership (Anderson, 1982).

Student absenteeism, dropout rates, school spirit, drug use/abuse, vandalism and theft, discipline problems, suspensions, and expulsions are indices of the school climate (National School Safety Resource Paper, 1986; Scrimger & Elder, 1981). State and national trends in attendance, graduation rates, and dropout rates suggest that schools are generally conducive to academic achievement (Source: U.S. Department of Education, 1988; Iowa Department of Education, 1989). The incidence of self-reported substance use/abuse among high school seniors rose slightly between 1975 and 1986 (U.S. Department of Education, 1988). A survey of substance use administered to students in grades 6, 8, 10, and 12 by the Iowa Department of Education (1989) suggests that use increased with age, but use was generally less in 1987 than in 1978.

Rationale

To promote higher levels of student achievement, educational institutions must create environments that stimulate the desire to learn.

Goal

The environment of educational institutions will be conducive to learning.

Indicators

Attendance rates

Graduation rates

Participation in extracurricular activities

Drug use and abuse among students and educators

Instances of school infractions by type, age, and race

Instances of disciplinary actions by type, age, and race

Dropout rates

Attitudes Toward Learning

Background

Positive attitudes toward learning are reflected in a disposition toward actively acquiring knowledge, skills, and personal development. Recent findings of a panel discussion to identify characteristics employees will need to succeed in the workplace distinguished the ability to learn as an essential asset (National Academy of Sciences, 1984).

The interval between conception of an idea, research and development, and introduction to the marketplace is steadily decreasing (Cetron, et al., 1988; Corbin, 1986). The rapid product/service cycling intensifies the dynamic nature of the work environment. Workers will require frequent retraining to become familiar with new innovations and apply them efficiently (Bernstein, 1988; Cetron, et al., 1988; Corbin, 1986; Ehrlich, 1988).

There is evidence to suggest that people are developing greater appreciation for lifelong learning. Total enrollments for institutions of higher education increased 3.3 percent nationwide, and 10.6 percent in Iowa between 1970 and 1986 (U.S. Department of Education, 1988). Although the number of 18 to 24 year olds enrolled in higher education decreased between 1980 and 1984, there was a notable increase in the number of students age 25 years and older. The number of students age 35 years and older increased 32.6 percent between 1980 and 1985.

Rationale

Recognizing the contribution of learning and knowledge to the quality of life, a disposition for lifelong learning should be nurtured.

Goal

Americans will demonstrate a desire to actively pursue knowledge and personal development throughout their lifetime.

Indicators

Enrollment in adult and community education programs

Participation in education hostels

Library lending rates

Enrollments in postsecondary schools by age

Higher Education

Background

Although built from a variety of European traditions, higher education in the United States evolved into an institution that is uniquely American. Fundamental to its mission is providing greater opportunities for postsecondary training and responding to the practical labor needs of a dynamic democracy (Brubacker & Rudy, 1976). Major shifts in the labor market over the past 10 years have implications for the services provided.

Market statistics indicate a major shift from manufacturing to service industries. Between 1979 and 1985, 1.7 million manufacturing jobs were dissolved and the proportion of jobs in the service sector grew steadily (Cetron, et al., 1988). The Bureau of Labor Statistics expects the proportion of service related jobs to reach 74.4 percent by 1995.

Advances in technology have shortened the life span of knowledge bases and generated rapid product/service cycling (Cetron, et al., 1988; Corbin, 1986). The rapidly changing job market and demands of new technologies will increase the need for continued training. Cetron, et al., (1988) predict as much as 4 percent of the labor force will be in job retraining programs by the 1990s.

Combined, these factors suggest that there will be a decrease in the number of well paying jobs that do not require advanced training. However, declines in birthrates since 1960 may lead to a shortage in the traditional labor force to fill the positions. As a result, more women and minorities will be recruited. Females made up 31.4 percent of the labor force in 1950, and 54.7 percent by 1960. The Bureau of Labor statistics estimates that this percentage will climb to 59.9 percent by the year 2000.

The percentage of black workers in the labor force grew from 9.9 percent in 1975 to 10.7 percent in 1985 and is expected to reach 11.5 percent by 1995. Hispanic workers constituted 5.7 percent of the labor force in 1980 and 6.7 percent in 1985. This percentage is also expected to rise steadily (Cetron, et al., 1988). Unfortunately, these populations tend to be less educated (Nussbaum, 1988). Blacks and Hispanics have the highest school dropout rates and consistently score below national averages on achievement tests.

Total enrollments in institutions of higher education increased 3.3 percent nation wide between 1970 and 1986 (U.S. Department of Education, 1988). Increases in total enrollments in Iowa institutions were 3 times that (10.6 by 1986). In 1986, the percentage of minority students enrolled in higher education institutions was 18.4 for the entire nation and 4.4 in Iowa institutions.

Enrollment figures for 1976, 1980, and 1984 indicate significant increases for both women and minorities between 1976 and 1980. While enrollments for women increased slightly between 1980 and 1984, enrollments for minorities dropped, particularly at the graduate level (U.S. Department of Education, 1988).

Other figures substantiate the change in the nature of the student population of higher education institutions. The number of 18 to 24 year olds enrolled in higher education decreased between 1980 and 1985. However there were increases in the number of students ages 25 and older. The greatest increase occurred for students 35 years and older (a 32.6 percent increase).

Rationale

The demands of the new labor force provide an opportunity for institutions of higher education to develop creative methods of fulfilling their mission.

Goal

Institutions of higher education will provide opportunities to encourage all Americans, particularly women and minorities, to successfully pursue postsecondary education goals.

Indicators

Enrollments in institutions of higher education by sex and race within academic and degree programs

Financial assistance (federal, state, and institutional) available by type of program (grants and loan programs)

Financial assistance received by type of program analyzed by race, sex, and age

Number of attendance centers and programs available through various telecommunication technologies

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Appendix D: Discussion Summary Sheets

DISCUSSION SUMMARY SHEET

Roundtable Discussion Group
Morning Session -- 10:20 a.m. - 12:00 noon

Table Number: ____
Goal Discussed: (Please indicate number; if goal was identifed by group, please write goal on the blank line below.)
Goal (1-10): _____
Group Identified Goal: _____
_____
_____

1. *Are the indicators valid assessments of the goal? Are there more appropriate indicators for this goal (i.e., more easily measured, more descriptive, etc.)?*

2. *What are barriers to achieving this goal (i.e., financial, staff, material, community, etc.)?*

3. *Identify major steps necessary to completing this goal.*

4. *What is a reasonable date to target for accomplishing this goal?*

DISCUSSION SUMMARY SHEET

Roundtable Discussion Group
Afternoon Session -- 1:00 p.m. - 2:40 p.m.

Table Number: ____
Goal Discussed: (Please indicate number; if goal was identifed by group, please write goal on the blank line below.)
Goal (1-10): _____
Group Identified Goal: _____
_____
_____

1. *Are the indicators valid assessments of the goal? Are there more appropriate indicators for this goal (i.e., more easily measured, more descriptive, etc.)?*

2. *What are barriers to achieving this goal (i.e., financial, staff, material, community, etc.)?*

3. *Identify major steps necessary to completing this goal.*

4. *What is a reasonable date to target for accomplishing this goal?*

Appendix E: Goal Identification Form

GOAL IDENTIFICATION FORM

		National	State
1.	School Readiness	_____	_____
2.	Graduation	_____	_____
3.	Academic Rigor	_____	_____
4.	Values and Attitudes	_____	_____
5.	Literacy	_____	_____
6.	Productivity	_____	_____
7.	Education	_____	_____
8.	School Climate	_____	_____
9.	Attitudes Toward Learning	_____	_____
10.	Higher Education	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____

Appendix F: Educational Priorities
(Follow-up Survey)

EDUCATIONAL PRIORITIES

PART I: Listed below are the 10 goals presented for discussion at the Governor's Conference on Education Goals and 12 additional goals identified during the day's activities. From the list of 22 goals, please rank the 10 goals you believe to be important for the nation (left column) and for Iowa (right column) in order of importance (1 =greatest importance; 10 = less importance). Please use whole integers (1 through 10), and assign each integer only one time (i.e., do not include ties).

Goals	Nation	Iowa
1. All children will be ready to succeed when they begin school.	____	____
2. All students will successfully complete a high school education.	____	____
3. All students will be academically prepared to participate in society.	____	____
4. All students will manifest the values and attitudes expressed in the United States Constitution.	____	____
5. All Americans will be functionally literate.	____	____
6. American youth and adults will acquire the skills and capacities to be productive citizens.	____	____
7. Education will be provided by competent, qualified professionals.	____	____
8. The environment of educational institutions will be conducive to learning.	____	____
9. Americans will demonstrate a desire to actively pursue knowledge and personal development throughout their lifetimes.	____	____
10. Institutions of higher education will provide opportunities for all Americans, particularly women and minorities, to successfully pursue postsecondary education.	____	____
11. All students will be offered a diversity of instructional programs: academic, vocational, and fine and performing arts.	____	____
12. All students will have an opportunity to learn critical, systemic, future oriented, experiential thinking skills.	____	____
13. All students will internalize human relation skills.	____	____
14. All students will demonstrate respect for all people in the U. S. and around the world.	____	____
15. All students will act responsibly toward the environment.	____	____
16. All students will have an opportunity to develop their potential: emotionally, socially, artistically, academically, and athletically (mind, body, and soul).	____	____

OVER **OVER** **OVER**

	Nation	Iowa
17. The means to accomplish these [education] goals will be made available.	____	____
18. Funds will be made available to attract competent, dedicated, and qualified professionals.	____	____
19. All students will be provided with a world-class education.	____	____
20. Education leaders will be provided opportunities to develop necessary skills for implementing effective change.	____	____
21. Educational programming will reflect changing family structures, enabling responsible adults to become advocates for children.	____	____
22. All schools will be ready for children and families to help them succeed.	____	____

PART II: The results of small group discussions suggested editions to some of the original 10 goals. Under each area, the original goal statement is listed first and followed by one or more alternatives. For each of these areas, please indicate with a check mark in the space provided, the alternative you believe best characterizes the education goal.

Readiness

All children will be ready to succeed when they begin school. ____

All children should have access to opportunities for quality school readiness experiences. ____

Academic Rigor

All students will be academically prepared to participate in society. ____

All students will be academically prepared to participate in society at the community, state, national, and international levels. ____

All students will be academically prepared to participate in a global society. ____

Values and Attitudes

All students will manifest the values and attitudes expressed in the United States Constitution. ____

The school will work to cultivate in students the values and attitudes critical to safeguarding and nurturing a democratic society as is proposed in the Constitution and the Bill of Rights. ____

All students will manifest values that respect human dignity, appreciate cultural diversity, and enhance democratic society in the community, state, nation, and world. ____

Productivity

American youth and adults will acquire the skills and capacities to be productive citizens. ____

To provide the framework for all American youth and adults to acquire the skills and capacities to be productive citizens (interpreted globally). ____

Thank you for your responses. Please return the completed survey to the Department of Education in the envelope provided.

Appendix G: Follow-up Survey Results

Table 1 Page 1
Percent and Number of Times a National Goal was
Ranked One Through Five, Six Through Ten, Not Ranked

Goal	Goal Ranked 1 Through 5		Goal Ranked 6 Through 10		Goal Not Ranked	
	Number	Percent	Number	Percent	Number	Percent
All children will be ready to succeed when they begin school.	62	36.7	18	10.7	89	52.7
All students will successfully complete a high school education.	29	17.2	28	16.6	112	66.3
All students will be academically prepared to participate in society.	62	36.7	41	24.3	66	39.1
All students will manifest the values and attitudes expressed in the United States Constitution.	21	12.4	22	13.0	126	74.6
All Americans will be functionally literate.	85	50.3	30	17.8	54	32.0
American youth and adults will acquire the skills and capacities to be productive citizens.	67	39.6	38	22.5	64	37.9
Education will be provided by competent, qualified professionals.	48	28.4	43	25.4	78	46.2

Table 1 Page 2
Percent and Number of Times a National Goal was
Ranked One Through Five, Six Through Ten, Not Ranked

Goal	Goal Ranked 1 Through 5		Goal Ranked 6 Through 10		Goal Not Ranked	
	Number	Percent	Number	Percent	Number	Percent
The environment of educational institutions will be conducive to learning.	43	25.4	42	24.9	84	49.7
Americans will demonstrate a desire to actively pursue knowledge and personal development throughout their lifetimes.	32	18.9	46	27.2	91	53.8
Institutions of higher education will provide opportunities for all Americans, particularly women and minorities, to successfully pursue postsecondary education.	20	11.8	45	26.6	104	61.5
All students will be offered a diversity of instructional programs: academic, vocational, and fine and performing arts.	35	20.7	49	29.0	85	50.3
All students will have an opportunity to learn critical, systemic, future oriented, experiential thinking skills.	45	26.6	40	23.7	84	49.7
All students will internalize human relation skills.	24	14.2	26	45.4	119	70.4

Table 1 Page 3
Percent and Number of Times a National Goal was
Ranked One Through Five, Six Through Ten, Not Ranked

Goal	Goal Ranked 1 Through 5		Goal Ranked 6 Through 10		Goal Not Ranked	
	Number	Percent	Number	Percent	Number	Percent
All students will demonstrate respect for all people in the U. S. and around the world.	21	12.4	42	24.9	106	62.7
All students will act responsibly toward the environment.	16	9.5	56	33.1	97	57.4
All students will have an opportunity to develop their potential: emotionally,socially, artistically, academically, and athletically (mind, body, and soul).	86	50.9	41	24.3	42	24.9
The means to accomplish these [education] goals will be made available.	36	21.3	51	30.2	82	48.5
Funds will be made available to attract competent, dedicated, and qualified professionals.	39	23.1	28	16.6	102	60.4
All students will be provided with a world-class education.	15	8.9	15	8.9	139	82.2

Table 1 Page 4
Percent and Number of Times a National Goal was
Ranked One Through Five, Six Through Ten, Not Ranked

Goal	Goal Ranked 1 Through 5		Goal Ranked 6 Through 10		Goal Not Ranked	
	Number	Percent	Number	Percent	Number	Percent
Education leaders will be provided opportunities to develop necessary skills for implementing effective change.	16	9.5	48	28.4	105	62.1
Educational programming will reflect changing family structures, enabling responsible adults to become advocates for children.	13	7.7	32	18.9	124	73.4
All schools will be ready for children and families to help them succeed.	13	7.7	28	16.6	128	75.7

Table 2 Page 1
Percent and Number of Times an Iowa Goal was
Ranked One Through Five, Six Through Ten, Not Ranked

Goal	Goal Ranked 1 Through 5		Goal Ranked 6 Through 10		Goal Not Ranked	
	Number	Percent	Number	Percent	Number	Percent
All children will be ready to succeed when they begin school.	63	37.3	21	12.4	85	50.3
All students will successfully complete a high school education.	37	21.9	24	14.2	108	63.9
All students will be academically prepared to participate in society.	61	36.1	43	25.1	65	38.5
All students will manifest the values and attitudes expressed in the United States Constitution.	19	11.2	17	10.1	133	78.7
All Americans will be functionally literate.	57	33.7	35	20.7	77	45.6
American youth and adults will acquire the skills and capacities to be productive citizens.	64	37.9		39	23.1	66 39.1
Education will be provided by competent, qualified professionals.	54	32.0	41	24.3	74	43.8

Table 2 Page 2
Percent and Number of Times an Iowa Goal was
Ranked One Through Five, Six Through Ten, Not Ranked

Goal	Goal Ranked 1 Through 5		Goal Ranked 6 Through 10		Goal Not Ranked	
	Number	Percent	Number	Percent	Number	Percent
The environment of educational institutions will be conducive to learning.	49	29.0	46	27.2	74	43.8
Americans will demonstrate a desire to actively pursue knowledge and personal development throughout their lifetimes.	27	16.0	47	27.8-	95	56.2
Institutions of higher education will provide opportunities for all Americans, particularly women and minorities, to successfully pursue postsecondary education.	14	8.3	42	24.9	113	66.9
All students will be offered a diversity of instructional programs: academic, vocational, and fine and performing arts.	42	24.9	49	29.0	78	46.2
All students will have an opportunity to learn critical, systemic, future oriented, experiential thinking skills.	46	27.2	46	27.2	77	45.6
All students will internalize human relation skills.	25	14.8	31	18.3	113	66.9

Table 2 Page 3
Percent and Number of Times an Iowa Goal was
Ranked One Through Five, Six Through Ten, Not Ranked

Goal	Goal Ranked 1 Through 5		Goal Ranked 6 Through 10		Goal Not Ranked	
	Number	Percent	Number	Percent	Number	Percent
All students will demonstrate respect for all people in the U. S. and around the world.	19	11.2	32	18.9	118	69.8
All students will act responsibly toward the environment.	21	12.4	49	29.0	99	58.6
All students will have an opportunity to develop their potential: emotionally,socially, artistically, academically, and athletically (mind, body, and soul).	88	52.1	41	24.3	40	23.7
The means to accomplish these [education] goals will be made available.	35	20.7	51	30.2	83	49.1
Funds will be made available to attract competent, dedicated, and qualified professionals.	37	21.9	35	20.7	97	57.4
All students will be provided with a world-class education.	17	10.1	12	7.1	140	82.8

Table 2 Page 4
Percent and Number of Times an Iowa Goal was
Ranked One Through Five, Six Through Ten, Not Ranked

Goal	Goal Ranked 1 Through 5		Goal Ranked 6 Through 10		Goal Not Ranked	
	Number	Percent	Number	Percent	Number	Percent
Education leaders will be provided opportunities to develop necessary skills for implementing effective change.	21	12.4	49	29.0	99	58.6
Educational programming will reflect changing family structures, enabling responsible adults to become advocates for children.	14	8.3	36	21.3	119	70.4
All schools will be ready for children and families to help them succeed.	19	11.2	28	16.6	122	72.2

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